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IN THIS ISSUE

The Schools and the White House Conference
Professor John Dewey

Some Urgent Problems in Child Health
Professor Anton J. Carlson

The Child Guidance Clinic
Ruth Gillette Hardy

The Adult and The Child
Judge Camille Kelley

Give the Rural Boy and Girl a Fair Chance
Senator Arthur Capper

The Kindergarten in Child Development
Isabel Williams

OFFICIAL ORGAN OF THE AMERICAN FEDERATION OF TEACHERS

Price 25 Cents

February 1932



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OFFICIAL ORGAN OF
THE AMERICAN FEDERATION OF TEACHERS

Editor
LUCIE WARING ALLEN

VOL. XVI

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No. 5

Table of Contents

	PAGE
THE SCHOOLS AND THE WHITE HOUSE CONFERENCE	Professor John Dewey 3
SOME URGENT PROBLEMS IN CHILD HEALTH	Professor Anton J. Carlson 5
THE CHILD GUIDANCE CLINIC.....	Ruth Gillette Hardy 7
THE ADULT AND THE CHILD.....	Judge Camille Kelley 9
GIVE THE RURAL BOY AND GIRL A FAIR CHANCE.....	Senator Arthur Capper 10
THE PRESIDENT'S PAGE.....	Dr. Henry R. Linville 11
EDITORIAL	12
THE CONTRIBUTION OF THE KINDERGARTEN IN CHILD DEVELOPMENT.....	Isabel Williams 15
THE PRESCHOOL YEARS.....	16
BOOKS	17
NEWS FROM THE FIELD.....	19
WHO'S WHO IN THIS ISSUE.....	23

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Editorial Office
506 South Wabash Ave.,
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The Schools and the White House Conference

Professor John Dewey

THE DISCUSSIONS of the White House Conference on Child Health and Protection were wisely limited. They touched upon the school child, but not upon the child in school; they did not consider distinctively educational problems. They left that aspect of the question, I take it, to the educators themselves. The men and women who met to carry on the work of the conference dealt with school conditions as far as they affect the general health of pupils; they called for a health program; they demanded adequate recreational facilities; they pointed out the need of special classes for defectives and for the subnormal; for training to guard against delinquency and to give sympathetic and curative treatment to those unfortunate boys and girls who had already come under the arm of the law; they emphasized the need for adequate vocational guidance. They did not raise the question of the relation of the regular school curriculum and the daily administrative work to these great ends. They left, I repeat, this task to the educators themselves.

This fact constitutes, to my mind, a challenge to teachers and to school administrators. It is a challenge, moreover, which will not be met even if all the specific recommendations of the conference which have to do with school work are actually carried out. For there would still be left the question of the contribution of the general work of the school, in its studies, its methods of teaching and of discipline, to that wholesome development of child life which is the end sought in all the special recommendations.

This is far from being the first time that those in charge of schools have had challenges put up to them from the outside. Those on the inside have improved the techniques of their work and perfected its details. Great educational changes have usually been effected by social demands from without. There is now an opportunity for educators to reverse the process and, instead of waiting until society has spoken with an imperative voice,

to take the lead. For the aims set forth in the Children's Charter cannot be realized by independent and isolated special institutions, classes and agencies. The need is that the entire school in all its methods and processes day by day be so organized as to promote child welfare.

Take the matter of vocational guidance for example. How can the ideal set forth be realized without a greater change in traditional subject-matter than has yet taken effect in most schools? It is absurd to suppose that a curriculum based on traditional academic subjects will reveal the vocational tastes and abilities of pupils. It is equally absurd, though not quite so obviously so, to suppose that the lack can be made up by adding on a special advisor, no matter how expert, or by tacking on a special course. The pupils must be brought in their regular work in contact with a sufficient variety of materials to disclose aptitudes, and the material must be taught by methods which manifest the students' own ideas, capacities, weaknesses—an end that will never be realized as long as the main object is to test how much information he or she has stowed away.

Article Ten of the Charter reads: "For every child an education, which through the discovery and development of his individual abilities prepares him for life; and through training and vocational guidance prepares him for a living which will yield him the maximum of satisfaction." Fine, I say, and fine you all will say. But what is stated here is nothing less than the supreme problem and the supreme test of life itself. The ideal cannot be realized by instituting special devices. The whole work of the school must be coordinated and brought to bear upon its execution. The demand of the next article that every child shall have such teaching and training as will prepare him for successful parenthood, home-making and rights of citizenship is also fundamental. But it is so fundamental and so difficult that it can be met only by the organization of the entire educa-

tional system, which means practically, in probably the majority of American schools, their reorganization.

Consider, moreover, the health aims which at first sight are more attainable by special means. A very little reflection shows that health is anything but a special matter to be cared for by special means. Without doubt things can be specified on the negative side. We must get rid of foul air, of bad lighting, of seating that almost forces bad posture; positive means can be specified, ample play grounds as well as good ventilation and so on. But health signifies wholeness, and it can be made secure only by conditions and activities which operate all the time.

A physician, concerned with the mental hygiene movement, once told me that he was convinced that there was a close connection between the level of the general health tone and the interest which a student of college years took in his work. And the connection was independent of the question of definite overwork or strain, and much subtler than causes of that fairly evident sort. The connection of mind and body is so intimate that mental indifference, even if far short of actual repulsion, will not only dull the mind but depress bodily vigor, even though there is nothing which can be called illness which calls for the attention of a doctor. There is a great deal of what traditional education would call learning and getting knowledge in which mind and body are both cramped and made more wooden, less flexible. A pupil may acquire a special skill but at the expense of poise and adaptability to new conditions.

Health, it is hardly needful to say, includes mental well being. I have long thought that there is no greater challenge to education than the fact that persons suffering from mental disorders of some sort require as many beds in institutions as those suffering from all other diseases whatever. If normality can be calculated on a statistical basis, it looks as if, in case mental disorder keeps on increas-



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ing at the past rate, the abnormal people will be the normal ones. Now I do not wish to suggest that the schools are in any large measure the cause of these breakdowns; they grow to a much greater extent out of maladjustments in the home and family relations. But is it not the province of education to develop more positive immunity against these mental and moral failures? Is it not part of its function to develop some prophylactic?

I do not see how special measures, however desirable in themselves, can accomplish this result. The activities of the school as a whole in play and work ought to be of an all-around sort which will develop stability of mind and character. In connection with both physical and mental health, nothing can be more important than the role of the emotions. If the schools have not done what they might do in protecting from future mental and moral instability, it is, I think, largely because of neglect of the emotional factors in the human make-up. We are still under the dominion of ideas which grew up when learning was remote and difficult, and when there were few avenues of access to it. Under such conditions, there naturally grew up a great reverence for knowledge just as knowledge, for learning as acquisition of facts. In spite of the broadening of the educational scheme, this ideal, with its neglect of the life of desire and affection, persists. Even when the arts are introduced, they are often so dominated by the intellectualistic aim borrowed from the older studies that they fail to give emotional enrichment. It is possible to teach music, drawing or any one of the industrial arts by set models and rules, and by analysis of a vital whole into mechanical elements.

Let me give one more instance of the impossibility of meeting a particular recommendation of the White House Conference by anything except the general organization of the whole school system. The conference emphasized, and properly, the significance of the life of youth and children outside the home and school: their relation to church, special agencies for organizing the leisure time of boys and girls, recreational facilities, moving pictures and the theater, radio, libraries, camping, commercialized amusements including those which verge on vice, etc. The report on this phase of child welfare concludes by saying that since 40 per cent

of the lives of most of the children and youth is spent in spare-time activities and since leisure-time activities exert an important influence in character formation, homes and communities should focus attention upon this phase of child welfare.

Since streams cannot rise higher than their source, is it not clear that this problem cannot be safely set off from the problem of education in the school? Youth will take to their clubs, recreation fields, amusements, camps and so on, the attitudes which are formed in the schools. It makes an immense difference whether these agencies are looked upon simply as supplements to the educational work of the school, making good their deficiencies, struggling to correct their faults, or whether the ideas and ideals of life in and outside the school harmonize and work together all the way through. That it is necessary to raise this question is indicated by two sentences from the report of the committee dealing with Youth Outside of Home and School. The passage reads: "Our system of education in general does not stimulate inventiveness, imagination or initiative. Comparatively little has been done by the school to train esthetic taste which could be a guide to selection of activities in leisure time." It is clear that in the measure in which these statements are true, all the outside work recommended will be more or less crippled and perverted. There is a wide gap between spare time activity which supplements in the sense of extending and expanding and that which supplements merely by counteracting what the schools are doing.

I hope that my main point has not been concealed from view by the various instances I have cited. I wish to lay down the proposition that the fine purposes set forth in the Child Welfare Conference cannot be realized by breaking up the influences which operate to shape the life and character of youth into separate and independent fractions. This is one of our American weaknesses. We add on more easily than we reconstruct from the center. The great lesson which educators can learn from the conference is that if its inspiring aims are to be realized, the whole work of the school, in its courses of study and its methods, must be organized with those ends in view. They cannot be adequately served by a variety, however great, of separate agencies and tacked on courses. Education is not the place where the motto of "divide and conquer"

holds good. Every boy and girl is an individual, an undivided unity. This unity cannot be reached by treating the boys and girls as if they were a bundle of independent elements, each one of which can be reached by a separate agency of development. If the school is the central educational agency, then what it does and does not do determines ultimately the efficiency of every other agency.

As the various reports of the conference close with definite recommendations, let me end with two items of counsel:

First, educators should study carefully the reports and recommendations of the various committees of the Child Welfare Conference with a view to asking themselves how they can and should cooperate in carrying them out.

Secondly—and in my judgment even more important—they should consider how far the schools can become the central and unified agency for realizing the aims set forth, and should especially consider what internal changes should be made in the schools in order to prevent the dispersion of what needs to be done throughout a multitude of separate agencies, each operating with an unreal fraction of a whole child. It will require a good deal of reorganization to bring about this result. But it is in line with what the more forward-looking schools are trying to do anyway.

The fundamental need in fact is change in the attitude of the educators themselves. It is surprising and sometimes appalling to see how much of the efforts of those who train teachers and of those who direct their work has been devoted to improving the special techniques used and setting up highly specific objectives. In this process the directive and inspiring ends for the sake of which techniques exist get lost from sight, and the school goes on its way with little sense of its social responsibility. In my judgment, the great lesson which educators have to learn from the work of the White House Conference is an enlarged sense of social responsibility, so that the challenge for unification of the ordinary day-by-day program of the schools will be met. Otherwise, leadership will pass from the schools to a variety of special organizations. Only through integration of child and social welfare into the regular work of the school can the schools be maintained as the central agency in promotion of child welfare.

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Some Urgent Problems in Child Health

Professor Anton J. Carlson

PRESIDENT HOOVER said, on transmitting the "Children's Charter" to our citizens—"The Children's Charter was written by 3,500 experienced men and women, after many months of study. It condenses into few words the fullest knowledge and the best plans for making every child healthier, safer, wiser, better and happier. These plans must be constantly translated into action. *Fathers and mothers, doctors and teachers, the churches and the lay organizations, the officers of government in the states and counties and towns, all have one common obligation—to advance these plans of better life for the children.* I urge upon you an even larger interest in it."

I am more at home in the research laboratory than among the practical conflicts and perplexities of the modern industrial age. But I was a man before I became a scientist. And from my special field of investigation and teaching I have a real appreciation of the harmful effects on the child of under-nutrition, overwork, failure to receive adequate medical service and a favorable environment. As a child I knew want, poverty and hardships, through parental misfortune. I still have a vivid personal recollection of hunger pangs fifty years ago. I had the privilege to assist Mr. Herbert Hoover in organizing the extra-program for the starving children of a large part of Europe after the Armistice in 1918-19. It was a relief to be able to turn from war and destruction to the constructive and healing ways of peace. I shall never forget those thousands upon thousands of starving and stunted children over there. I don't want to see any children like that over here, and yet we now have them by the tens of thousands.

The recent White House Conference on Child Health and Protection has stressed again the fact that child health and protection is inseparably related to a great many other factors in society that at first hand may seem far removed from the welfare and protection of the child. Indeed, child health and protection is so inseparably

related to many of the major problems of society that intelligent advance in one line depends on the available knowledge secured in all of the others. Physiologists may investigate and report on physical and mental fatigue, and the biochemists on the facts and problems of nutrition and adequate food; the psychologists may investigate and report on mental growth and safeguards for the mental health and emotional life of the child, but rational and intelligent application of this information to the individual child involves economic and social considerations of the problems of poverty, child labor, school work and even the problem of adequate training of teachers in knowledge of the mechanisms of the human body, as well as adequate training of school children in this knowledge. The physiologist may proceed to investigate respiration, temperature regulation of the body, the action of light, etc., but the intelligent application of even known data in this field involves, in part at least, the problem of housing, the problem of indoor and outdoor activity, the problem of industrial pollution of water and atmosphere, which in turn comes back, in part at least, to economic status and industrial needs.

No informed man or woman can study the various committee reports of the recent White House Conference without reaching the conclusion that despite the very serious gaps in our knowledge, we know today a great deal more than we actually apply in child health and protection. Why this hiatus between knowledge and application? As I see it the main reasons are these:

Much of our information on the nature and control of human life processes, on heredity, on the causes, control and prevention of disease is still largely confined to experts. Dissemination of the known is slow even in our country of high average education and intelligence.

As Secretary Wilbur recently expressed it, "America is gradually becoming health conscious rather than disease conscious." We are instituting health education in our schools.

The educational, the medical, the public health, the social welfare groups are endeavoring to bring the latest information in this field to the parents, but in the matter of health education programs in our public schools we are floundering, and in this program we often emphasize non-essentials. The primary education of our children is, by common consent now, largely a public concern, at least in many groups of our citizens. The time seems to have arrived when it has become as important in the education of the child for citizenship and healthy living that he be given a program of training from the kindergarten up through the high school in the functions and workings of the human body, a program of study as continuous and as thorough as our established education in the three R's. This is, by and large, not yet being done in the country. Where it is attempted it is largely fragmentary. It is not an easy undertaking. It involves in part a re-study of our whole primary and secondary educational program, some re-training of teachers, and possibly a scrapping of some of the present curricula. It will not be accomplished tomorrow, even if we made a start today, but the longer we delay the longer we keep floundering, the more millions of biologically uneducated fathers and mothers are added to society to again be faced with the ignorance and the bewilderment as to the health and protection of their own children that we see in so many millions of parents today. Is it beneath the dignity, or outside the role of the governors of our various states to call into conference the educational, the medical, the social welfare and the industrial agencies in their respective states to consider what is desirable and feasible in this direction?

The kind of health education I have in mind in our grade schools and high schools is not a series of "thou shalt and thou shalt not," in re tobacco and alcohol, tooth brush, bath and calisthenics, but rather something like this: This is the human body, these are the intricate and beautiful ways it works. These are the ways it can

be strengthened. These are the ways it can be injured. And this is the evidence, not from books but direct from nature, from the living human body, from animals, from models, from simple experiments on living organisms graded to the age of the child. This calls for new equipment in our schools, new material equipment and new intellectual equipment in our teachers. Has it ever struck you as incongruous that we have, in our high schools, teachers specially trained in and frequently giving their entire time to teaching of Latin, or German, or French, or Botany (and this is right and necessary), *but, so far as I know, we have not one teacher specially trained in and giving his or her entire time to human biology, human physiology, human health.*

I believe most workers will agree that it is only through the agency of fathers and mothers adequately educated in human biology in its broadest sense that continued application of the known to child health and protection will be most effectively carried out. Theories and philosophies of the nature of the world and man must be disciplined by facts. Modern curative medicine, modern preventive medicine, modern practice of individual and public health and modern practices of nutrition are based on facts that have been established about the human body in health and disease.

Unemployment and poverty of parents is a menace to child health and protection. Our Children's Charter states: "For every child the right to grow up in a family with an adequate standard of living and the security of a stable income." There can be no doubt that in our wealthy country, even in normal times, and particularly in periods of economic stress like the present, failure of applying to the child what is known of the normal growth, health and development is determined in a large measure by the poverty of the home. This applies to the matter of adequate food, proper housing, hygiene, and adequate medical care. The cost of medical care of the child is a problem not only for parents hopelessly submerged in poverty, but for all parents in moderate economic circumstances. The medical profession is deeply concerned, for the trend seems to be in the direction of group medical insurance, so that the accidents of disease may not entirely overwhelm and disrupt the in-

dividual family; or some form of state medicine, like the state care of elementary and secondary education. The later alternative is viewed with apprehension by many able doctors.

It is clear that every child is entitled to the best in prevention and curative medicine. It is equally clear that thousands upon thousands of children do not receive these advantages of our civilization because of the ignorance or the poverty and justifiable pride of parents. I can understand and I do respect that pride in parents which makes them suffer in silence rather than accept charity. But there is no "dole," there is no "charity" for the child. The best we have is his by right. When the parents cannot give this, the state must. Otherwise the future citizen may be maimed and permanently handicapped. The organization of this matter on physiologic, humane, and sound economic lines calls for the highest statesmanship in the leaders of society.

"For every child an adequate quantity of nourishing food for the proper development of body and mind." It is not pleasant to contemplate that in this country with its plethora of wheat, and fruit, and multimillionaires, any child should suffer from starvation and undernutrition, that any child should be forced to work at an age or at a rate that may interfere with physical and mental growth and vigor. To the minds of some kind people this condition may seem unthinkable, nevertheless, it is so, even if the number of children so handicapped in normal times is small. In times like the present they number tens of thousands in most states. We agree that every measure should be taken to remove these handicaps to child health that are within our power to remove. Certainly, the starving child need not be among us. He is a challenge to our social conscience and economic order. We have the food. We agree that all children should be adequately fed, but we have not adequate plans for doing it.

It does not help the child to place the blame for this condition on the individual parents. But doing so may salve our social conscience. In blaming the parents we forget the claim of the child upon, and the menace of the neglected child to, society.

We preach, we urge, we insist on

economic foresight and prudence in our citizen, the putting away something is an insurance against the "rainy day," particularly on the part of those who assume the responsibility of parenthood. This seems eminently wise and right. But I ask you, granting the strictest economy, the wisest foresight, the greatest thrift, how can any surplus be put aside against accident disease, or unemployment in families of three, four, eight or more children where food, house rent and clothes for all must come out of a weekly wage of from \$15.00 to \$30.00? And let us not forget that man, even adult, educated man, is still a good deal of a monkey, still a very imitative animal. The Rolls Royce, the mink coats, the diamonds in the home of citizens with economic security lead to the jitting the imitation silk, the glass beads in the homes of even those who live perennially on the economic brink.

Yes, economic prudence and thrift is a necessary and useful measure of the citizen. But why is it not as equally necessary and useful principle in the industrial corporation? Why should not modern industrial ethics include the putting aside of surplus earnings during the "seven fat years" against, not only the bonus to executive and increased dividends to stockholders, but as an insurance for the human cogs of industry in slack times? There is nothing revolutionary in this principle. It is merely applying to modern industrial life accepted principles of conduct of the individual in society.

Assuming that these measures are in the main, rational, feasible and desirable, it seems to me that the teachers, individually and collectively, have large opportunities and responsibilities in bringing them about. Adequate food for the school child, and the pre-school child, is more essential than the school books at public expense. The experience of the last two years has shown clearly that the situation is inadequately met by charity. And as to the proposed program of a more effective health education in the schools, the understanding, the preparation, the sympathetic cooperation of the teachers appear to me the prime essential. Without these, regulations or proposals by school boards and other ruling bodies, will be largely futile.

The Child Guidance Clinic

Ruth Gillette Hardy

THE GREATEST discovery of education in recent years has been the unearthing of the individual child. Not that good teachers have not always known that he was there and done their very best for his welfare; but officially he is a discovery of the last fifteen years—discovered by research workers, teachers' colleges, foundations and, eventually, by the general public.

When I got my training, twenty years ago, at one of the most reputable institutions in the country, I was taught to observe *classes*, to teach *classes*, to present a uniform mass of material to a group; they might take it or leave it. If they left it, the only thing I was *instructed* to do was sympathetically, but firmly, to give failing marks and require that the subject be repeated; if it "took" fairly well, to give a passing "mark," etc. That was all one could do for the individual. To do any more was an act of grace, a proof of better than average interest. Fortunately for education, many teachers performed these acts of grace, and always have. But they met insoluble problems: the boys and girls who never seemed to learn, however much they were coached or "kept after school" or reasoned with, restless children, lazy children, outbursts of temper or sullenness that put the classroom teacher at her wits' end; more rarely, but a constant factor to be guarded against, downright bad children. The only suggestions made to the teacher were to bear with them, reason with them and, as a last resort, "report them to the office" where an attempt might be made, unless their parents were too influential, to have them discharged from school.

The pioneer work of Dr. Binet had already proved the need of special work for the mentally defective; institutions for their training and special "ungraded" classes in large systems were in existence twenty years ago, but the general assumption in the expert as well as the general mind was that, with these exceptional and unfortunate children removed from the regular classroom, most children were "pretty much alike" and could learn the customary "subjects" if they

"put their minds to it." The National Committee on Mental Hygiene had been organized twenty years ago, but it had not yet discovered that the prevention of mental sickness must begin in childhood to be effective in the community; their effort was devoted to the care and cure of those already ill. Child Study Associations had been widely established but were still fumbling toward effective methods of parental education.

But as often happens with discoveries, several movements began almost simultaneously to discover individual differences which any mother had always known were there, and to invent means for diagnosing and curing or preventing those differences which appear harmful to society, in a continuous, scientific effort which mothers could not make. Three of these movements were directly educational. Bold pioneers, like Miss Caroline Pratt of New York, opened "play schools" which gave a fresh angle to the rather theoretic progressive schools started at such centers as the University of Chicago. Their new feature, which alone concerns us here, was the stress on differences, in talents, interests, abilities and rate of achievement; such differences (unless patently harmful) should be studied and fostered, not regarded as inconveniences. Second, the attempts to measure intelligence, first widely used in the army, were, even in their earlier misuse, an eye-opener to teachers. Not the least of the service tests have done us has been the discovery that numbers of hopeless "failures" and "dullards" are possessed of high intelligence. They set us searching for other causes of school maladjustment. Third, the establishment in numerous cities of a corps of visiting teachers who might better adjust the conspicuous misfits by work in the homes and in the community as well as in the school began to give us a new body of knowledge and a new point of view. We must add to these school movements the whole contribution of psychology from writers as diverse as Dewey, Adler, Watson, Freud and all the tendencies of thought and study that have arisen among their disciples, a

subject so vast and so full of controversy that it is sometimes hard for us to see that all point in one direction: away from mass-teaching toward the observation and treatment of the unique individual. As if reaction to the tremendous economic forces which are making our lives more and more collective, more and more dependent or close, world-wide cooperation, our intellectual discipline, from the most diverse angles of psychology, medicine, industry, biology, concentrates on proving that there is no uniformity in the human race; the day of generalization in education, or in any social thinking, is past. Finally, far away from schools and theory, was born in human sympathy and a sense of justice, the children's courts and their system of probation under specially trained workers. To single out the foremost among many, who can estimate the debt the country owes to workers like Judge Lindsay and Dr. Miriam Van Waters?

For it was by way of the "Prevention of Delinquency," if you please, that the child guidance clinic we know today was invented. It is just twenty years since Dr. William Healy published his great work, "The Individual Delinquent," based on his studies of children who had become court cases in Chicago, but it was some time before the significance of what he was doing began to be generally realized. It is just ten years since the Commonwealth Fund turned its resources in money and ability into organizing a five-year program for the prevention of delinquency, with four main divisions: one, to aid the New York School of Social Work in the training of psychiatric social workers and visiting teachers, with a demonstration bureau of child guidance; a second, to cooperate with the National Committee for Child Guidance in establishing demonstration child guidance clinics in selected cities and rural counties in all parts of the country; a third, to cooperate with the Public Education Association in extending the work of visiting teachers throughout the country, and a fourth to conduct investigations and publish studies on the work.

The child guidance clinics thus established had, in general, a uniform set-up and functions which proved so successful that at the close of the five-year period the public school system or other public agencies of the city has continued them in the same form; other cities and rural counties have copied it; in still other cities and in a considerable number of the universities, while the set-up has been varied to fit special conditions, the aims have been identical and the procedure similar. In short, a new institution has been set up. Communities where it has been established wonder how they ever got along without it; in communities where it is still lacking, an informed public opinion clamors for it. Social agencies and courts are establishing their own.

Functions are more important than set-up. Exactly what does a child guidance clinic do? First of all it exists to diagnose and treat the manifold maladjustments of children. Its work must be as individual as that of the physician, whose services are an integral part of its activity. Since today practically all children are in school, it is inevitable that the greatest number of clinics must be established within the public school systems for the treatment of ills discovered in the classroom. But there is also great need of clinics under the auspices of hospitals or other institutions, available for parents, private schools and family agencies. Since the work must be individual, the greater the size of a city, the more heavily it is handicapped in getting a clinic or clinics which will cover its needs. The prevention of delinquency is one of these major needs, but we have come a long way since 1921 when it was the center of interest. The clinics have proved what was suspected in 1921, that crimes are not committed by children who are secure and active in socially approved effort. But they have also proved that many children are unhappy and others miserably warped in character without committing crime, and the most general form in which their want may be expressed is also insecurity and lack of satisfying activities. But what multi-form and obscure shapes these wants assume! Every form of childish "naughtiness," from thumb-sucking to bullying, bed-wetting and stealing, may be traced to insecurity, such as a hidden doubt in the true affection of the home. But none of them can *certainly* be traced to any such cause; the

causes are as multitudinous as the manifestations. A physical malformation may be the cause of each of these, or something else. Thus we must use the vague word "maladjustment" for any conduct that seems undesirable; if the clinic agrees that the conduct is undesirable and not a mere fad or freak of some teacher or parent, a separate study of that child must be undertaken; general rules or resemblances are not diagnoses.

Causes may be roughly grouped as physical, intellectual, emotional and economic, but any individual child may present a mixture of them all. Experience is tending to show, however, that emotional imbalance is the most frequent ingredient in the mixture, since a physical handicap or intellectual failure or life below any accepted economic standard must affect anyone's feelings about himself and the community. But all must be looked into and corrected to the limit of our resources. Thus established practice today begins with a physical examination and treatment for any clear defects like bad teeth or tonsils, a series of tests for general and special abilities and a family history which tells the personal and economic environment. These give opportunities for interviews with the child by specialists who are observing him as a whole as well as securing particular data and who are ready to cooperate in a diagnosis. There are cases, and some of them of very "bad" behavior, which clear up as if by magic when teeth are straightened or a hidden musical ability fostered or clubs and games arranged for or a pressing financial need met. But many require expert treatment from a psychiatrist, whose every treatment is also a continued diagnosis of the hidden springs of action. At best, every step of this work requires patience, sympathy, skill and *time*, much time. A child guidance clinic can never be got cheap. Every worker must be limited to what seems to the teacher, used to classes, a ridiculously small caseload; otherwise a clinic is going through waste motions.

Furthermore, as soon as a clinic is available to a school the most pressing cases appear to be those of school failure; they are certainly the most numerous, or are a complicating factor in situations otherwise recognized as bad. Thus any clinic is liable to be swamped with applicants and if it cares for them all the city incurs an overwhelming expense. For example,

recent studies have shown that those queer cases, most of them boys, who appear "bright" but cannot learn to read until they are ten or twelve years old, are often victims of a transposition of certain brain nerves; they are practically all of high mental ability and can be taught adequately if special methods are used. However, mental defectives often appear "bright," especially if they are pretty children, and many of them can never be taught to read. So it would seem that all reading failures must forthwith to the clinic. Then the psychiatrists tell us, and prove their point by the later history of known childhoods, that the most pressing cases are not the overtly naughty, who can often be trusted to work out their troubles for themselves, but the abnormally "good" children, the too quiet, the unsociable, the prudish and prigs. In adult life, too many develop "nerves" and obscure illnesses, others, fanaticisms or grievances which render them useless to society if not actual liabilities in hospitals.

This potential swamping of the clinics has led them to emphasize a second function, that of educating the teaching body to recognize at least the simpler symptoms of maladjustment, and by a changed approach to school discipline to prevent the development of as many as possible of the situations which create undesirable traits. This work is usually referred to as mental hygiene in the schools. In practice it takes the most diverse forms, generally beginning with lectures and recommended readings for teachers in service, continuing by actual demonstrations from a visiting teacher or a worker similarly trained under almost any title such as dean, counsellor, welfare worker, etc., but working in a particular school among the teachers, by demonstrations from the clinic and, perhaps more fundamental, inclusion of courses and demonstrations in the teacher training schools, where the oncoming staff of the schools becomes imbued with this new technique for an old ideal, the training of well-rounded individuals for maximum service in society and happiness to themselves.

This instruction in the technique of positive mental health has a wealth of possibilities in encouraging an improved curriculum, similar to that which the progressive schools have undertaken to construct, in establish-

(Turn to page 22)

The Adult and the Child

The Juvenile Court Judge Looks at Both of Us

Judge Camille Kelley

THERE has never been an hour in history when there was so much in common between parent and child as at this moment when the great midday of life is held as one by the young and the old.

Children are featured more, given more place on the stage of life, have more self confidence, and are expressed earlier than in the yesterday of our experience.

Parents are younger and hold to youth more tenaciously. Dress is more youthful. Recreation calls youth and age into the same arena. Even romance attacks extreme youth and extreme age as never before in history!

The other day a young man came to me who had just stepped across the line from youth to maturity—a buoyant, courageous, fun-loving man. I asked him what message he would give to youth if he was allowed just one. "Pay your way. Not just money—but pay your way," he answered.

I analyzed this statement. It means to give and take. It means to be sportsmanlike. Above all, it means don't cheat. The warping of life comes from cheated values. A sense of values is the rarest gift of a balanced mind. Fond parents who try to shield youth from its life lessons often only defraud.

Honesty in thought and life is a thing we rarely hand squarely to a growing child. Only half of the evils expressed by the human race are against our written law. The ones without legal penalty often are deadliest.

If it were not sad it would be amusing to see parents try to drive into the heads of their defenseless children the element of success that they have failed to achieve.

A father came in with his boy one day and said in a most dramatic manner, that his boy had been repeatedly tardy at school and this was just one thing he couldn't stand.

Of course, I don't believe boys

should be tardy at school—there is absolutely no excuse for not being at the place one belongs at a given time, especially when it inconveniences and upsets the plans of others. However, I knew by the pressure of the father's attitude that it was one of those unexpressed emotions. So I asked the boy to sit in the hall a moment until I talked with his father.

When the door closed, I asked the father if it was one of his habits to be late at school when he was a child. He answered, "What makes you think I was late at school?"

I replied, "I don't think it, I know it. It would take a lifetime for anyone to get as much excited about being tardy as you seem to be." I then told him about seeing a woman sitting sewing in the room where a child was practicing on the piano. She would sew a little and then in an irritated tone say—"Practice." The poor little thing would struggle on and not having a particle of music in her system would pause, frantic under the pressure. The mother would again scream, "Practice!" And so, the poor little child staggered on.

When the mother was asked why she pushed this little girl so hard when she didn't love music, she said, "I longed to take music lessons all my life and I didn't have an opportunity. So, I made up my mind my daughter had to be a musician regardless of everything else in life."

Poor little girl! Perhaps her artistic temperament turned to sketching or dancing. But no, she must be a musician because her mother was denied music, and son must be a lawyer because his daddy always wanted to study law. On with the dance! Trying to spill over unexpressed emotions on our children when each human is an individual, a child of the living God and must lead his or her life as a unit, though of course taught to harmonize with the group. We must not emotionally absorb or feed upon our children. We should be friends with them, but we should teach them self control.

In this land of law and scientific exactness, where the world turns on its axis on schedule and every star hangs in its place in the firmament, we mustn't teach God's masterpiece—Man—that he is at liberty to run riot with his passions instead of expressing that control which combined with inspiration evolves genius and harnesses the forces of the world. We must show that we are sustained, surrounded and controlled by law—God's law. Man's law is, in a sense, our agreed code of living.

Everything has its technique in this machine age. It is not fair to rear children without discipline, without obedience. We should not force children to learn the discipline of life by hurling them against the rough edges of experience. Instead, we should gird them for the battle.

I believe in free expression and in the psychological training of today. I would not turn the clock backward and reach physical control in governing a child. But I have often said that a lump of psychology or psychiatry swallowed and not digested or assimilated, gives the worst mental indigestion in the world. There is no freedom without control. This can be illustrated by the airplane in talking to the child. Let one control give way, and your freedom is over, and you are governed by force or chance.

There are two outstanding dangers that confront our children at this hour. One is the tendency toward trading romance for dissipation, and the other is allowing themselves to become bored because they close their eyes to the color, light, the laughter and music within their reach. Youth has a little supercilious air of being bored. Sometimes this is mental laziness, and sometimes it is an overwhetted appetite that calls a sensation a thrill.

We have an especial obligation to the subnormal child—both from a standpoint of the individual and the community. A subnormal boy falls

(Turn to page 21)

Give the Rural Boy and Girl a Fair Chance

Senator Arthur Capper

OUR NATION is built on the principle of government by the people. To be successful this requires an electorate sufficiently well informed on public questions to vote intelligently. In other words, it necessitates educated citizens. Few of our states have educational qualifications for voting because the American idea is to have universal suffrage and universal education.

We do have universal education of a sort. In most places there is compulsory school attendance for boys and girls, and there are educational requirements for teachers.

Unfortunately, however, education in the cities is, upon the whole, much superior to education in the rural districts. Schools are still largely a local affair, and cities, with their concentrated population and wealth, can pay larger taxes and supply better school advantages for the children. It is true that more money is available today from national, state, and other general funds for education than in the past, but the distribution still is not adequate. Education cannot properly be considered a local problem. Especially it cannot be so considered in an age of automobiles, telephones, and radios. The whole population of the country is more mobile, less fixed, and less stratified than ever before, not only physically but in thought. The average person in the United States at the present time travels

more than the average citizen of any other country has traveled in any previous era, and the average citizen's thoughts travel over a wider range than in any other nation past or present. At the same time, the economic, social, and political problems of the United States and the world steadily become more complex. It, therefore, is of the utmost importance to every one, no matter where he lives, that every child in any part of the country obtain as good an education as possible.

The rural schools in which I am especially interested need better teachers. Country teachers are doing fine, devoted work. They have the interest of their pupils and the interest of the country at heart. But the educational requirements for rural teachers are not so high as for city teachers, and this is wrong. If we are to have better educational qualifications in the country, higher salaries must be paid in order to make it worth while for the teachers to get better training. The country is taxed, however, up to its ability, and in many cases beyond its ability, right now. The necessary money must come not from added taxes on already overtaxed farm land, but from other sources.

Also, we must develop courses of study more specifically adapted to the needs of rural children. We are in danger of assuming that universal education means identical education

for all groups of the population. Actually it means nothing of the sort. We recognize that a lawyer needs a different sort of training from a physician, but we have not yet come to see that a boy or girl who will probably live in the open country or in a small town requires a somewhat different education from the child who will probably spend his life in New York or Chicago. I do not mean to imply that a boy or girl ought necessarily to stay in the kind of place in which he grows up. Education in all schools should have enough general studies to provide for the fact that a certain proportion of the pupils will follow very different careers from their parents. A large majority of the pupils, however, will not make such great changes, and there ought to be plenty of studies in a rural school to fit the pupil for more efficient and happier life in a rural community. This has been accomplished to some extent through the work in agriculture and other rural subjects, but more ought to be done. The courses of study of country schools are still too greatly dominated by city needs and points of view.

The nation has always obtained from the country a solidity that comes from nowhere else, and we need in these trying times such education as will preserve and broaden the rural point of view.

The Case of the Rural High School

A RECENT study made by the Federal Office of Education shows that the small rural high school is falling short of fulfilling the hopes of the rural taxpayers who have sought to give their boys and girls equal opportunities with city children. Lacking an intelligent plan of what a rural high school should be, many of these schools are merely poor imitations of the city school, inadequate as imitations and ill suited to their real purpose.

Inadequate funds limit teaching force, equipment, course of study and methods. The better trained teachers

are, of course, drawn to the larger communities where better salaries and less taxing work can be offered. But the best of training could not equip a teacher to give high grade training in the large number of subjects the rural teacher must teach.

Social science, the natural sciences, vocational training, extra-curricular work, sports, dramatics, school publications, all those features of modern secondary education which have modified and vitalized the old rigid courses of languages and mathematics are impossible, and methods must be limited

by the class organization and inadequate equipment.

As remedies the Federal Office of Education proposes the careful study by each state of its rural school situation; cooperation among all Government and social agencies with a view to school consolidation, the conversion of some small senior high schools into junior high schools; and the employment at good salaries of teachers who are experts in special subjects, to cover several schools in a district, or the wide use of correspondence courses under competent supervision.

The President's Page

Dr. Henry R. Linville

We Are Adolescent

The American Federation of Teachers will soon arrive at the end of the sixteenth year of its existence. While contemplating that fact, we may also give thought to the educational situation with which our existence is connected.

Too Few to Frighten

We no longer create fear in the minds of conventional educators who believe it is professionally wrong for teachers to affiliate with the labor movement, thereby allying ourselves with a section of the public inferentially preparing to oppose the remainder of the public. Although the situation of any minority movement may be similarly described and the way to all progress thus cut off, the warning of the reactionary professors was enough to frighten most teachers away from the consideration of their own welfare. Some who ignored the warning saw their organization laid low and the "yellow dog" contract set up by the combined efforts of school officials and the courts in the outlawing of teachers' unions. Although the external obstacles to freedom of choice in organizational activity and to professional independence for teachers are considerable, they are not nearly so great as such internal obstacles as lack of interest among teachers in the problem of increasing the power of education as a social agency, and lack of concern about the low social status of teachers as a class. Most of our colleagues are content with permitting those who rise from the ranks to positions of official control to dictate professional policy. Thus, even aside from the external obstacles, we may expect to continue to be a minority body for some time to come.

Our Work Cut Out for Us

We may as well understand also that we cannot build up a spirit of professional self-respect and competence, except as the by-product of a cooperative endeavor to lift the whole educational structure out of the commonplace of regimentation, away from conformity to fixed traditions, and above low grade, amateurish educational thinking, in which conditions education, especially public education, has been drifting for decades. A great many observers of social situa-

tions have been noticing the fact that the responsible official leaders of public education have not been concerning themselves with the lack of coordination between the needs and interests of modern social existence and the program and the work of the schools. It is obvious that the job of doing something about this situation is too big for the personnel of official leadership. Besides the leaders have an investment in the *status quo*.

Why Should They Worry?

Professional educators for the most part, are still busy with measuring the results of what has been happening. They are not yet concerned about the major question of why things should be allowed to happen as they are. But we of the Union movement have a spiritual, as well as an economic investment in all efforts made toward a thoroughgoing reconstruction of public education and its machinery. The inspiration we draw from the trade union movement leads us in the direction of trying to improve the working conditions of teachers. We hold, I believe, that success in the attainment of improved working conditions leads to greater satisfaction for us, increased interest in teaching as a profession, and to better results in happiness and educational growth for the children. In proportion as we do these things ourselves, we become more conscious of our own social power, and we move on toward establishing a professional status that means more than a polite characterization.

Higher Salaries and Smaller Classes Not Enough

Even if we had made substantial progress toward higher salaries and smaller classes, as we have not on the whole, that would be a small part of our objective. It would be worth a vast amount in terms of improved working conditions if public education were turned into a vital, stimulating, producing agency, fairly commensurate in results and satisfaction, let us say, with the creation of the great and beautiful lake shore at Chicago, or with the conservation of the water supply throughout the country, so far as it serves the uses of the people. Just imagine what teaching would be like if the chains that bind education to the past, as well as to the vested

interests of the present, were broken and the potentialities of education were released for free development!

Have Teachers Unions Done Enough?

At times it has seemed that some of our teachers' unions were content to sit back and rest on the record they have made in joining the trade union movement, in paying *per capita*, in sending delegates to conventions once in a while, and perhaps occasionally in supporting some good (or bad) man for high municipal office. The Program of Action, the Social Program and the adopted resolutions of the American Federation of Teachers (see the excellent Report of the Proceedings of the Fifteenth Annual Convention) are enough, if applied, to keep a live union going for many years. Many of our union members carry into the movement the feeling either that they must fight the school authorities, or that they must trade with local political forces to attain union objectives. As a matter of fact, there is another and a better way than either.

It's Up to Us

Every community has its educational problems. Some of the school problems in each community may be covered up by intention and others by ignorance. The chances are that members of trade unions are conversant with at least surface indications. Teachers know more. Beyond that every community has some free-minded citizens who stand for decent government and a good school system. It has been the experience of some teachers' unions that a sound school betterment program proposed clearly and openly by teachers will gain immediate support among enough of the citizenry to enable the union to have its hearing and to pass through the critical period every real union ought to have. Moreover, a program presented in behalf of the community would be a thrilling experience for most American cities, towns and localities. It is not suggested here that communities in general are going to accept teachers' unions primarily as beneficiaries. Our first objective should be to strive to establish the basis for social respect.

We have a long way to go, but there is much gratification in trying.

Democracy in Education

American Federation of Teachers

Organized April 15, 1916

Affiliated with the American Federation of Labor

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Florence Kelley

More than fifty years of magnificent service to humanity closed February 17 with the death of Florence Kelley. To the protection of women from harmful working conditions and to a relentless fight against child labor she had given a lifetime of valiant and efficient work.

She herself has told the story of her early dedication to the work against child slavery. She was just twelve when her father, a congressman from Pennsylvania, took her at night to the factories that she might see the children of her own age at their all-night toil. The lesson was never forgotten.

To the effectiveness of her work for child labor legislation the foes of the Children's Amendment paid the homage of a campaign of personal abuse and misrepresentation during the struggle for ratification in Massachusetts.

May the loss of this great crusader and the memory of her undaunted zeal be an effective reminder to every member of the American Federation of Teachers that our honor is pledged, as was hers, to continue the fight for the ratification of the Children's Amendment in our several states, until the disgrace of America's complacency in the face of our inadequate protection of childhood shall be wiped out.

The Children Pay

Chicago has a "Hungry School Children's fund." New York teachers are asked to contribute two million dollars for food and clothing for children. "Nine Thousand Hungry School Kids" says a headline from Cleveland. "Thousands of children in our National capital are going to school hungry," reports the Parent-Teachers Association of Washington. "Seventy-five thousand school children in Oregon are below normal," says the State Board of Health. Fifty-six to seventy per cent of the children of Centralia, Pennsylvania, are at least ten pounds under weight, a recent survey shows. Almost unbelievable suffering among children, report the Friends working among the starving miners.

Children who faint on the streets, children who faint in the school room,

children who eat only every other day

The press of the last year yielded headlines and stories whose frequency still more than their details appals the reader to whom a general survey has been possible. No state or section, city or rural district seems exempt. Six million children in the United States are below normal because of lack of sufficient food, Grace Abbott, chief of the Children's Bureau, told the American Red Cross convention.

Thousands of our teachers need no newspaper, survey or official report to tell them.

The drain on our sympathy of the thought of hungry and cold children is almost unbearable. But that is not the worst of it. In children the pain of present hunger is far less to be deplored, say the scientists, than the permanent injury being stamped on the bodies of these children. Pain may be relieved by a return to normal nourishment, but tuberculosis, rickets, stunted development may remain to attest the real meaning of the period of undernourishment.

Unfortunately, stories of need are so frequent that the most sensitive grow callous. Seeming helplessness in the face of a calamity too great to be remedied tends to discourage endeavor. The very evident need for basic remedies of our economic ills makes mere palliatives seem futile. All very true—but what of the children? Dare we forget that we cannot make up to them even by the promise of some better future world for the toll in permanent physical injury this time of depression may take?—*Must take*, if intelligent child relief is not provided.

As enlightened citizens keenly aware of the need of our economic system for basic changes, but also as teachers in daily contact with hungry children, we have two obligations in this distressful time. With one breath we must be saying these children shall not pay with their hope for future well-being for our monumental economic stupidity, and with the next it must never happen again. The permanent injury with which underfed children are threatened must be kept before the public mind, and our demands that city, state, and nation assume their responsibility for both present relief and basic remedy must be forceful and unceasing.

Education for Democracy

The Pre-School Years

Nursery Schools were presented to the American Federation of Teachers by a resolution introduced in the Convention of 1927, which asked for an endorsement of the movement to spread the establishment of this new type of schools.

No very hearty support to the resolution was accorded by this convention. The association of babies and schools gave rise to fears and some natural rebellion. In the discussion on the floor the supporters of the resolution called attention to the fact that between the years of two, when the infant welfare work drops the child, and of four or five when the kindergarten takes it up, lie the years that the psychologists are calling the most important of the child's life—and that they are largely unknown years. Nevertheless, there was a quick challenge to the whole idea, and expression of fears of suppression, of regimentation, of loss of initiative and individuality were combined with "where does the parent come in?" and "how much more will they ask of the schools?"

The resolution was referred to the Permanent Committee on Education for study during the ensuing year and a report to the next convention. The committee gave no little thought and time to the matter, reading the theories, talking with proponents, visiting the schools. Several mothers of children of the nursery school age were asked to observe the schools and report their opinions to the committee. In the course of the investigation fears seemed to be largely allayed.

To the convention of 1928 the committee brought their report.

The Education Committee wishes to recommend:

"That the American Federation of Teachers endorse the movement to study the needs of the pre-school child and the establishment of schools in which research, the training of teachers, the relief and instruction of parents may be combined with scientific care of children.

"That it commend the spirit of truly scientific and yet sympathetic altruism shown in the movement and in the schools at present being conducted.

"That it recommend that the extension of the public school system to include these schools for the pre-kindergarten child be deferred until such a time as experiments shall have had time for completion, 'a tried and approved technique

shall have been developed and a sufficient body of trained teachers shall be available; until there is no danger that standardization, indifference or lack of funds shall warp these schools out of the idealism that characterizes these pioneer schools of the movement."

The report of the committee was endorsed by the convention and many members of the American Federation of Teachers have watched with interest and sympathy the work of those who have devoted themselves to working out the best methods of caring for children in these highly important pre-school years.

The study made by the regional White House Conference of Chicago (one of those follow-up conferences which have resulted from the one called last year by President Hoover) is a splendid survey of the needs of a community in order that its children may have an all around complete equipment for the highly complex life in which they must find their way. We commend it to students of child welfare and to communities seeking a like objective.

Green Pastures

We are grateful to *Opportunity* for another association with this now famous name. The October, 1931, number has an account of the splendid camp for colored children, which is one of the finest of the social services developed by the Children's Fund of Michigan. This fund, established by the generosity of Senator James Couzens, has to its credit some notable achievements in the interest of childhood, but we doubt if any are of greater significance than Green Pastures Camp.

Sixty-eight acres of woodland along the shores of a little lake near Jackson, Michigan, has been splendidly improved and equipped as a summer camp for Negro children of Detroit's poorest. From the alleys of Detroit, where the poverty and suffering of this distressful period are intensified by race discrimination, come these sad little children to live for a while in the beauty of woods and water. Clean cottages, good food and a splendid corps of counsellors and helpers make the experience one of physical and moral upbuilding. Of the ultimate good to the children and to their city one can have little doubt.

Salary Facts

Salary cuts for teachers, actual and threatened, are doubtless accepted for the most part by the man in the street as just a part of the general decline of salaries and wages, justified by some, execrated by others, but by none regarded as in any way exceptional. Cuts and unemployment are too tragically common for the teachers' plight to attract much attention. We must face the fact fairly that in a world of suffering the case of the teachers is a commonplace to the average man. Since such psychology presents a very real danger to our public schools a few facts should be clearly understood by teachers, and by them be kept in the public mind.

First, it should be stressed that teachers' salaries are not in the same case as wages and salaries of many other workers. Teachers in general did not share to an appreciable degree in the wage advances that were general in the boom periods. Like the farmer the teacher paid for years boom time prices with pre-boom time wages.

Second, it should be understood that teachers are not a well paid group in comparison with other workers. A survey recently made by the National Education Association of salary figures for the year 1930-31 reveals that in 1632 cities and towns of 2500 population or more, 54 per cent of the teachers receive less than \$2000 a year. When it is remembered that \$2000 a year is approximately the average income of all gainfully occupied persons in the United States this becomes extremely significant. We are giving to our school system lip praise. We are expecting of it the greatest accomplishments ever demanded of a public institution, but we offer to more than half of its teachers less than the average American wage.

Again it should be stressed that it is not the teachers, primarily, for whom concern should be felt. Requirements for teachers may be high compared with those of this average income worker, justice may demand that their pay should be commensurate with the investment in their preparation and the value of their service, but we may forget that now—this not being a time when justice and deserts are to the fore—but what of your children? what of your schools?

If you could take care of your children with the teachers this niggardly compensation will provide, economy might say let it be done. If you could put a half fed, distraught, physically and mentally exhausted teacher into a poorly equipped schoolroom and give her forty to sixty children to care for, and get adequate care for the children, some types of business philosophy might say let it be done. But it cannot be done. Every teacher knows it cannot be done, and every teacher should tell his community and its Board of Education that it cannot be done. It is our responsibility if we let destructive economies cheat children through ignorance of what these economies mean.

Economy Programs

Economy in public expenditures is a nation-wide demand. From the federal government down through the states, counties and municipalities every governing body is feeling the pinch of lessening revenues and the public demand for retrenchment.

As the cases multiply where this retrenchment expresses itself first in shortened school terms, closed schools, reduced teaching force, increased class size and lowered salaries for teachers, the conviction grows that we are being no wiser in our economies than we have been in our waste. In hundreds of communities we are seeking to rectify the depletion of treasuries due to incompetence of public employees or to conscienceless plundering of public funds by dishonest public officials, by depriving children of their right to adequate education.

The loyalty of teachers to their work, their eminently just sense of the unfairness of these curtailments to the children, or a mistaken sense of their responsibility for the public emergency, is leading some teachers to voluntary surrender of a month's salary, and others to an attitude of passive acceptance of salary cuts and utterly wasteful retrenchments.

Such sacrificial loyalty is calling forth much praise in some quarters, but we beg to submit a warning. What may we be doing to public thought when we assume that responsibility for public education rests one iota more on teachers than on any other body of citizens, individually or collectively? What right have we to make education once more a function of private charity? What are we doing if we lead our communities into the belief that education may be

cheapened? How can we escape responsibility if we acquiesce in the surrendering of rights of children and protecting, at their expense, the inefficiency or dishonesty of our public service?

That we cannot expect to pass through this period of chaos unconcerned is indeed true; but the part of teachers who know, as does no one else, that schools cannot be cheap and at the same time adequate to the needs of this day—the only part they can with intelligence and conscience play is that of protest and warning.

To the uninformed general public the cost of education can be made to seem large when held up alone and viewed as an abstract lump sum. It is only when this so large seeming sum is seen as only 2.75 per cent of our annual income, when it is seen in comparison with our bills for luxuries, for non-essentials, for crime, for armaments, does it assume its proper place in the picture. Then it becomes startlingly revealed that our supposed devotion to education has had only the most meager expression.

That is our message to our communities. Our work is cut out for us. To hesitate for fear of the implication of self-seeking is the most real selfishness of which we may be guilty.

Fads and Frills—So-called

Where justification for attacks on school costs is sought, frequently it will be found in what the attacking forces are pleased to call the fads and frills of modern education. Some feature such as instruction in millinery, tap dancing, or art appreciation will be held up to ridicule or abuse as wasteful use of public funds, and its elimination demanded.

Such attacks might well be met by the statistical information released by the Federal Office of Education in the November issue of *SCHOOL LIFE*. Here it is shown by comparing the figures of the census of 1930 with those of 1920, that the holding power of the schools has been significantly increased in this decade. The percentage of 16 and 17 year-old boys and girls attending school has increased from 42.9 per cent in 1920 to 57.3 per cent in 1930. In numbers this means that in 1930, 671,491 young people were attending school who would have been in industry had the percentage of 1920 continued.

The Federal Office finds in these figures proof that the schools are play-

ing a valuable part in this period of unemployment. Removing this number from the ranks of those competing for employment is indeed a valuable contribution in the emergency; but proof of a far more significant and permanent contribution may be deduced.

Raising the standards of the race by lengthening the period of growth has ever been a characteristic of advancing civilization. In this day the development of machinery and the consequent lessening of the man power needed for the work of the world has increased the desirability of this prolongation of the period of youth. Not only should the working years of the individual be decreased with this economic change, but the shortening of working hours makes increased demand that the individual be trained for happy and profitable use of leisure.

The care of this large number in our high schools has greatly increased school costs, but that is advancing civilization. Supplying the vocational, cultural and recreational opportunities required has played the double role of holding them in school and of making the added years socially and individually valuable. It has cost money, and must cost money. But it as much a part of the progress of mankind as paved roads, fire protection and sanitation, and the cost should be accepted as in the same case.

Martyrs Up-to-date

The following story from the Montana Labor News is interesting and instructive from many angles. Not the least important of these is the glimpse it affords of the part economic interests have sometimes played in the people's struggle for adequate revenues for public education. That educators themselves have sometimes played into the hands of these interests should give us pause.

The teaching profession has the distinction of having driven out of his chair and out of the state the man who did the universities more financial good than anyone else. Some thirteen years ago Dr. Levine at Missoula wrote an essay in the Economics school on the advantages of a gross metals mines tax for the benefit of the educational funds. At the request of the mining companies, their allies, the power, railroad and telephone companies, the other college men hooted Levine out of the state. His essay took with the people. In a few years it became a law. It produces hundreds of thousands of dollars a year for the universities. The salaries of the chaps who chased Levine away for publishing his thesis are paid from the fruit borne by his ideas.

The Contribution of the Kindergarten in Child Development

Isabel Williams

WHEN so broad a topic is selected for discussion it carries with it the liberty to dwell on the phase which at the moment appeals most to one's interest. Many volumes have been written, and will be written, on the subject of the kindergarten — fascinating, illuminating, inspiring. Thus being freed from any serious responsibility in the matter we may wander at will, just catching a glimpse of the conditions under which the little children meet new experiences, new occupations, new social situations, and react to them in an environment which brings joy and satisfaction.

It has been stated times without number by prominent educators, that the kindergarten is the best organized and most progressive department in public school education. This statement will not be questioned, I think, by those familiar with the philosophy of early childhood education, nor by those who have followed the growth of kindergartens since their introduction into public school systems. Indeed the kindergarten has changed within its own walls, in the last twenty years, as much as the elementary school has changed in method and schoolroom procedure. There is no doubt that education is pursuing a forward march and the kindergartens are a step, or several steps, beyond the rest of us. It has expanded in both directions, one way through the development of the nursery school, and the other way by the infusion of its spirit and philosophy into the primary school. When I first wrote the last sentence I used the word "inject." Then I thought infusion expressed the idea more accurately, and now I think I should have said infection. The kindergarten spirit is catching, and the primary school is susceptible to almost anything that will bring to it a busy, happy atmosphere, and make of it a place in which children may live.

As we look back over the period since the introduction of the kindergarten into public education we are almost startled by the growth and ex-

pansion of that idea. The first kindergarten established in the United States was in the home of Mrs. Carl Schurz, Watertown, Wisconsin, in 1855. We of the Middle West, feel pleasure at that, and again when we recall that the most notable early adoption of the kindergarten in a large public school system was in St. Louis in 1873. It was some twenty or more years later before they became common in the public schools. It is a far cry from the early kindergartens to those of the present day, and many were the obstacles which had to be overcome both within and without the system. The principles of kindergarten teaching were not generally understood and there was curiosity but no excess of sympathy for the difficulties of the situation. The teachers were trained to care for small groups of children in private kindergartens. They were confronted by enormous classes. The materials and equipment were formal in spite of the fact that they were way beyond anything the public schools had ever seen before. The work of the kindergarten itself, judged by present-day standards, was formal. People gave little thought to science in the sense of its application to living and working. Education was an experiment, is still for that matter, but there is at least a scientific basis and a new child psychology underlying the experiment. That the kindergarten teachers were alert and anxious to bring to the children the best that education had to offer is evidenced by the great change in the program and methods of the kindergarten. One need only step into a modern kindergarten to realize that.

It was a great step forward when educators realized that the best way to learn in early childhood is by trying out life as the child sees it around him. He likes to live over his experiences in play. To meet a new concept of education new equipment was necessary. So we find the small blocks of an earlier period replaced with blocks large enough to build houses, barns, stores, bridges, boats,

trains, with which the children may actually play, not in an imaginary way but by actually carrying on activities which seem very real to the child. The modern kindergarten is also equipped with work bench, hammers, nails, saws, paint and numerous other appliances which the children use. All this, of course, means a much broader and more intelligent development for the child. He is a part of the plan, whatever it may be, which is being worked out in the kindergarten. He finds the need for social adjustments and is called upon to help solve the problems which arise. He is being trained to social responsibility. He finds opportunity for the expression of his individuality at the same time that he is engaged in a fine piece of cooperative activity to meet the needs of a given situation. The children in the modern kindergarten are free with what Dr. Dewey calls "a rational freedom which is the fruit of objective knowledge and understanding."

Of course this creative impulse carries over into the primary grades. It may work out in ways suggested or related to the program of the grade, but certainly the children who have had the rich experience afforded by an up-to-date kindergarten have a background and readiness even for the formal subjects of instruction that the child without kindergarten training lacks. We find them ready to plan, suggest, and work out the problem.

What the kindergarten has contributed to child development cannot be measured in words, not only in the actual practice in the kindergartens, but even more in the change that it has helped to bring about in the primary school. It has freed the child from a formal, adult conception of education and has set up an educational philosophy that has enriched the lives of the children. It is not too much to say that it has done more than any other department in the school system for an all-round development of the children and to provide an environment and program conducive to growth.

The Preschool Years

This article is a summary of the recommendations made by the Preschool Committee of the Chicago Regional White House Conference called by Superintendent William J. Bogan. THE AMERICAN TEACHER feels this careful study is a valuable contribution to the general knowledge of this important subject and that many of the suggestions are applicable to any community.

For permission to present this report to our readers we are indebted to Mrs. Rose H. Alschuler, the Chairman of the Preschool Committee, a subcommittee under the general section "Education and Training," of which Charles H. Judd was Chairman.

—THE EDITOR.

THERE are approximately 360,000 children under six years of age in Chicago. Although they constitute somewhat more than 10 per cent of the population, there has been no adequate program for their care. In the past few years there has been an increasing realization of the significance of these early years as basic to later physical and mental health; yet up to the present time there has been no full realization of the needs of this more than 10 per cent of our population and certainly no adequate attempt has been made to meet these needs.

The Preschool Committee of this White House Regional Conference was composed of persons working in various fields having to do with young children. Some were primarily concerned in physical, and others in mental health, some were associated with social and some with educational agencies. It was the unanimous opinion of all of these workers that each of these fields is closely inter-related with all of the other fields and that any program intelligently formulated must integrate and provide for mental, physical, social and educational study and care. The needs of young children, whether they are in their own homes or are under the care of agencies and institutions, are approximately the same, but special provisions must be made for specific situations.

Routine General Examination

Provision should be made for routine general examinations of all preschool children. These should include not only general physical and dental examinations, but psychological examination and social investigation should be included, so that defects and difficulties may be recognized and remedied as early as possible. Ade-

quate provision should also be made for remedial care of defects. For all children gathered in groups, there should be daily health inspection and provision for isolation care especially needed where contagious illness is suspected or diagnosed. Every child should be immunized against diphtheria and smallpox during the preschool period, preferably before entering any group.

In order to carry out this program we must have many more adequately staffed centers of various kinds properly distributed to meet the needs of all localities. That is to say, we need many more centers such as infant welfare stations, child guidance clinics, day nurseries, nursery schools and kindergartens. We also need a more widespread and adequate understanding in homes and in all institutions of what constitutes thorough examination and care of preschool children.

Need for Survey

In order to know where to locate centers and what type center will best serve the needs of each locality, we recommend that a survey of the Chicago area be made. From this survey we should expect to get not only types and locations of centers needed, but there should also be evolved a program which would indicate minimum as well as fuller programs for adequate child care, also expected training and amount of staff needed to carry on such programs.

We believe that a survey is the first step toward any adequate program of child care in this area. A few indications for the need for such a survey and program lie in a realization of the lack of facilities to give needed examinations and care for even a small percentage of children at the present time and in the inadequate standards

and programs in many existent institutions and agencies.

We suggest the following points for consideration in any study to be made. All existent agencies and institutions caring for preschool children should be studied with the objective of bringing them up to standards to be more definitely established as a result of the study made.

Training of Parents and Professional Workers

Any comprehensive plan for caring for young children should include work with parents. The education of parents of preschool children is especially important, as in those early years parents and homes are the largest factors in children's lives. Parents must be made thoroughly conscious of the physical, mental and spiritual needs of their children. They must also know developmental levels, so that they may be prepared to understand and meet their children's needs at all stages of development. Parent education must include work with fathers, as well as mothers, in order to obtain needed cooperation in carrying out home programs. Parent education programs should also include plans for developing in children and youth attitudes and habits enabling them to function successfully in home and family life. Schools at all levels, from nursery to university, should introduce activities and materials contributing to this end and they should be made available to both boys and girls.

All professional workers dealing with young children, *e. g.*, doctors, nurses, nutritionists, teachers and psychiatric social workers, should receive special training in child care and development, as well as in parent education. The need for a continuous research attitude among all workers should be stressed as basic to programs that will not be static, but will continue to broaden and develop.

Need for Research

The need for research in child development is important in order to gather facts on which to base procedures and programs. While many of the present programs and pro-

(Turn to page 18)

BOOKS

"There is no frigate like a book
To bear us lands away."

—Emily Dickinson

THE MAKING OF CITIZENS

By Charles E. Merriam

University of Chicago Press
pp. 360. \$3.00

Under the general title *Studies in the Making of Citizens*, a series of eight volumes by prominent students of Political Science has been published by the University of Chicago Press. It embodies the results of studies of the systems of civic education in eight modern states. Professor Merriam, who has edited the series, now completes it by this volume in which he analyzes and compares the systems as found in the nations studied.

Extremely significant is the program of civic education in two of these states, Russia and Italy, where new types of civil loyalty must be developed for new political and economic systems. Especially significant is it that the leaders have so completely recognized that only through such education can the safety of the new system be assured.

If in America a new type of citizenship is desired, as some aver, we may well consider this means of attaining it. Such a study as this series represents is a valuable pre-step if we would attain our objective with a minimum of lost effort.

Out of what does civic loyalty come? asks Dr. Merriam in the first paragraph of the summation study, and under what conditions does it disintegrate? "How did this pattern of political behavior come into being? Out of what material was it woven?" "What part do social groupings play in the spirit of the state?" "What determines the choices between competing loyalties?" The attempt to answer such questions as these makes this concluding study more than mere descriptions of various educational systems. An illuminating philosophy of the functions of government pervades it.

Especially significant does the reader of today find this basic tenet:

It cannot long be forgotten that political loyalty depends upon the balance of social interests of which it is an index, and without which it is nothing. The feeling of political loyalty must in the long run have a functional basis—must serve some useful social purpose in the

life of those associated in the community. Otherwise allegiance dissolves and another grouping takes place, drawing in new social elements and fashioning them together in new patterns.

Teachers of social sciences will find much that is suggestive and practical.

It must be asserted with equal vehemence, however, that the full understanding of systems of civic education will not be reached unless they are taken as a part of a total social situation, in the midst of which they are set and as a part of which they function. Failure to do this is the basic error of many studies in civics which are confined to the strictly structural and more narrowly and formally governmental relations to which it is assumed that politics is restricted.

Our lack of training for international relations Professor Merriam finds of serious import in this day when the interdependence of all peoples is so evident.

Broadly speaking, the typical child emerges from the schools inadequately informed regarding other groups of the world, quite unsophisticated in international behavior in a world tenanted by fifty-odd other states. He is brought up as if he were an only child, not only the lone child in the family, but the lone child in the world.

The *raison d'être* for the whole study is perhaps found in a paragraph in the last chapter.

The long, long line of those who have marched to their doom, in slavery, prison, or the grave, in the tragic struggles for political readjustments, is not yet ended. But there is reason to believe that it is possible for humanity to train itself in such a way as to reduce the terrible and agonizing cost of men's adaptation to each other and to social change, and to release the finer, richer, more beautiful and satisfying possibilities of co-operation in mankind.

EXAMINING THE EXAMINATION IN ENGLISH

Harvard University Press, Cambridge, Mass. \$2.00.

"Examining the Examination in English," Volume 17 of the Harvard studies in Education, is a report to the College Entrance Examination Board by the Commission on English. For the teachers whose pupils are to enter college by passing the College Board examinations there is much interesting discussion on the two types of examination, Comprehensive and Restrictive, on the system of reading the papers, and on the principles which control the grading of them.

To illustrate the latter they have exhibited, with the comprehensive examination of 1929, nine complete answer books, rated from 50 to 95, and the readers' comments on the books "as evidence of the candidates' ability successfully to pursue the work of Freshman year in college."

Whether the method of judging that ability is satisfactory or not is discussed fully. In defense of the general plan, Prof. Lowell is quoted as saying that the examinations "have been increasingly directed to the single object of testing the proficiency of the candidates." (A full statement of his claim is to be found in "The Art of Examination," *Atlantic Monthly*, January, 1926.) On the other hand, Prof. Brown of Brown University believes that the new freedom inculcated by the Comprehensive Plan of enlarging the students' literary adventures is responsible for a poorer grade of answer books. He feels sure while "it is a move in the right direction," it is "in danger of arriving nowhere except in a thick fog."

For teachers who are not directly involved in the issue of what the college entrance test should be, the book offers much discussion that may help to clarify ideas on the wise planning of examinations within the secondary school. It is altogether probable that many groups who do not have the stimulus of the college entrance examination are, as a result of our efforts to diversify their literary pleasures, already arriving in a thick fog. A chapter on Consideration of Aims is rich in comments on the many moot points of our work. Counsel by experts is available here for all.

—Ruth E. Moore.

CHARACTER EDUCATION: SIXTH YEAR BOOK OF THE CHICAGO PRINCIPALS' CLUB

Published by Chicago Principals' Club,
315 Plymouth Court, Chicago
290 pp. \$1.50

This is a splendid presentation of an aspect of the work of the schools which is demanding the attention of the educational world with increasing persistence. As stated by the editorial board in the foreword, "for three

and a half years committees of principals, teachers and laymen have worked together in Chicago in an attempt to find some solution to the question how to produce good character in our citizens." This book is a result of that work. The material presented has been contributed by principals and teachers who have used the practices described.

Part One gives what has been done in this line in different parts of the country; a statement by Superintendent Bogan concerning the organization and work of the Chicago Council on Character Education, a lay group of civic minded citizens; a "mosaic" of current theory and practice, and an account of devices for measurement of the results of character education.

Part Two gives details of method in character education in use in the Chicago schools. Work along this line in the elementary schools, the junior and senior high schools, the Normal College and the Special schools for problem children is described.

An interesting study is given in Part Three of the relative value of four methods as applied to the teaching of honesty, direct, indirect, through club activities and through pupil government.

Two hundred and fifty difficult situations and how they were met are described and the methods of handling are classified and ranked according to frequency.

The book is well worth the time and effort that has been spent on it by these Chicago principals. The hope expressed in the preface that it "prove of practical value in the field of character education" is not a vain one. The reader is impressed that these schools are administered by men and women of high ideals and earnest purpose and that steady growth in qualities that make for desirable citizenship and splendid maturity is the reasonable hope for the boys and girls in these schools.

—Marion Sykes.

CHICAGO: A PORTRAIT

By Henry Justin Smith

Century Company, New York. \$5.00

It is always unfortunate when some one fact about a city, or an institution, or an individual, receives so much publicity as to prevent a proper appreciation of other characteristics. That has happened in the case of Chicago. This bustling metropolis of the Middle West, alive as it is with an

energy and ambition uncommon even among American cities, and filled as it is with beauty, is thought of throughout the world as the capital of gangland. Racketeers and murderers there are in Chicago. They constitute one of the great problems not only in that city but in all the large centers of population in the United States. Chicago has not the best record in the country with respect to crime, nor has it the worst. But irrespective of this blot on American civilization which may be seen, as elsewhere, in Chicago, that city has had a marvelous development during the last century and it is today one of the most attractive and interesting of the great cities of the world.

A fine description of this great city is to be found in Henry Justin Smith's Chicago: A Portrait. The book is beautifully illustrated by E. H. Suydam. The illustrations alone would lend distinction to the book, but the descriptive matter gives, as the title indicates, a picture of the city and its institutions.

The work is not primarily historical, though a bit of history is thrown in—enough to give a proper setting to the institutions which are described. Here is a picture of the real Chicago, the great stores of the "Loop," the suburbs, the universities, the parks, the stockyards, the markets, the museums. It is a fine portrait which the author draws of a great American city.

—The American Observer,

✓ CHILD AND UNIVERSE

By Bertha Stevens

John Day Company, New York
249 pp, 47 full page illustrations. \$3.50

This book is written for the purpose of inspiring elementary teachers so to relate the life of the child to the cosmic universe that he may see the beauty of design and unity of plan in everything. A scheme is developed in which natural science becomes the core of education for two successive years. If the reader addressed be a parent the book will prove useful, not as a program of study, perhaps, but as leading to a responsive attitude when the children come with observations and questions.

The physical make up of the book, its form, illustrations and other details are artistically in accord with the beautiful ideas set forth.

—Vern O. Graham.

THE LESSON ASSIGNMENT

By William G. Carr and John Waage

Stanford University Press,
1931. \$1.50

The authors, one of whom is Director of the Research Division of the National Education Association, have summarized the objective studies that have a bearing on assignments. Their analysis of assignments is stimulating. Assignment procedures in practically all sorts of school situations are held up for examination. Even the more radically "progressive" teaching comes in for some attention in the discussion of pupil participation in the determination of assignments.

—Russell L. Wise.

The Preschool Years

(Continued from page 16)

cedures have been scientifically evaluated, many other possibilities for quite different programs and procedures have been but faintly recognized and some others have doubtless not yet been visioned. Care should be taken lest propaganda in the field of parent education and treatment of child behavior tend to outrun knowledge. Research should include studies of large numbers of children in all aspects of their living and would of course include studies of behavior and personality problems and of the most effective methods for treating them. Consideration should be given to the needs of preschool children in special groups living in the Chicago area, such as the negro group and any foreign groups whose adjustment in a new community gives rise to special needs. There should also be long-time follow-up studies of numbers of children to acquire facts regarding the actual significance of early behavior problems. In the educational field a need is indicated for study and research which will integrate programs of preschool and elementary school children.

Legislation

If this regional program goes forward as outlined, if research and surveys are carried through, we should in time look forward and be prepared to make definite recommendations for legislation which will create widespread better care for preschool children.

News From the Field

Washington Local 27

Washington Teachers' Union, Local 27, held a supper meeting, December 3, at the beautiful Phyllis Wheatley Young Women's Christian Association Building. The meeting was for the purpose of hearing about the Fifteenth Annual Convention of the American Federation of Teachers and other educational meetings held throughout the country this summer.

The special guests included Mrs. Mary L. McNeil and Dr. J. Hayden Johnson of the Board of Education, Supt. Garnet G. Wilkinson, in charge of Divisions Ten to Thirteen, President and Mrs. Clarke of Miner Teachers' College, Miss Mary C. Dent of Local 8, Mr. Edward McGrady, Legislative Representative of the American Federation of Labor, Miss Mattie Shadd, retired Ass't. Supt. of Washington Schools, and Miss F. E. Bruce, a member of Local 27 who has retired after fifty years of service in our schools. We were also happy to have with us Mrs. Givens of Indianapolis, head of Zeta Phi Beta sorority, who was here in attendance upon President Hoover's Housing Conference.

Miss L. R. Smith and Mrs. Mary Mason Jones made their reports on the Chicago Convention, and Mr. M. Grant Lucas said a few words in behalf of the Columbian Educational Association. President Clarke spoke of the necessity of training new teachers coming out of our schools away from autocracy.

Miss Dent urged membership in the Union as a means of educational growth and social opportunity.

Mrs. McNeil expressed entire sympathy with the movement for organization of teachers to promote their own welfare. Mr. Wilkinson spoke of the fine cooperative spirit existing now between the Teachers' Union and the administration. He said our annual conferences have become a matter of delightful anticipation: many of the teachers' suggestions have been incorporated in administrative policies.

Mr. McGrady was splendid in his wholehearted defense of teachers and his support of their right to organize and in pointing out the advantages which have come from this organization. He said that the American Federation of Teachers formulates its own policies but when formulated they are wholeheartedly backed by the American Federation of Labor.

Preceding the program was a delicious supper where all were put in the most congenial frame of mind. Music was furnished by members of Howard University Glee Club, by Miss Estelle Pickney and by Mrs. Maizie Handy Robinson, artists of notable merit. After the program there were music and dancing.

MARY MASON JONES,
President.

Sacramento Local 31

Local 31 this year has entered upon an intensive membership campaign, and the results, although not brilliant, are encouraging, especially in view of the fact that several teachers who had dropped out are renewing their membership. Our president, Edward Goldberg, is enthusiastic and untiring in his efforts for the organization.

Perhaps the strongest reason for trying to build up membership in this time of depression is the depression itself; for everywhere are heard rumblings about the cost of education, and, of course, to any outsider and to most school boards the obvious cure is the reduction of teachers' salaries. It does not seem to occur to them to investigate overhead and administrative expenses for possible leakages. Now is the time when we should "all hang together" to resist such a course and to find ways and means of easing the tax burden without such sacrifice. It is only when the cost of living is lowered, as at present, that teachers' salaries, here at least, are in any way commensurate with what they ought to be.

In order to give teachers a chance to study the tax situation with a view to reductions and readjustment, our Program Committee has arranged for two experts to speak at regular meetings. Mr. Walter Morgan, assistant State Superintendent in charge of statistics, gave a very interesting and informative talk on January 7, and Mr. Rolland A. Vandergrift, State Director of Finance, is scheduled to speak at the next meeting. The two men have entirely opposite ideas for the solution of taxation difficulties, and so it behooves us teachers to use our heads.

At the Institute conducted by the California Teachers' Association, Northern Section, held in Sacramento, and attended by several thousand teachers, a table was kept supplied with literature of the American Federation of Teachers to be taken gratuitously, and copies of "The American Teacher" were on sale. The supply of literature had to be replenished several times, showing that people are becoming interested.

Our little monthly bulletin has this year assumed a new name, "The Teachers' Voice," and acquired a new dress. It is being sent to all teachers in the city, regardless of membership.

The report from Local 5, of New York in the December number of this magazine is a very interesting one reflecting the widespread tendency of those in authority to dictate what teachers and other city employees must donate in various campaigns for relief. As a rule, teachers will give more than is really asked if they are approached without pressure. The report is

interesting also as showing further light on the New York graft situation which is filling the eastern papers and which reaches us through the January 2 number of the Literary Digest.

In closing may I add that "The American Teacher" is becoming a very readable and worth-while magazine? I read it as a pleasure instead of a duty.

MARGARET MOORE,
Correspondent.

Grand Forks Local 205

The National Office has been pleased to receive the December Newsletter of the Grand Forks Local. We agree heartily with the tenet laid down in their introduction: "A true and full knowledge of the functioning of any organization is hardly possible without a journal that is regularly published and read." We believe all locals should find a way of putting into the hands of all their members some such news sheet.

The Grand Forks Newsletter is a splendid answer to the question which still gets itself asked in some places (mirabile dictu): "why a union? what can it do for me?"

Washington Educational Union Local 198

A movement "to reduce the mental wear and tear on the man who is jobless by supplying him with studies that will keep his mind open and his heart cheerful in anticipation of better times," has been started here by a group of civic and educational organizations.

As explained by Richard S. Harvey, president of Washington Educational Union, No. 198, who is sponsoring the plan, it is proposed to centralize all of the free educational courses available in Washington to the end that unemployed men and women may have facilities for increasing their knowledge in varied fields to fit themselves for better jobs.

Already there are a large number of such courses being taught at various schools and by various organizations in the District. Mr. Harvey points out, but heretofore there has been no effort toward correlating the courses through one educational clearing house which would function to bring prospective pupils into contact with the courses best suited to their needs.

At a meeting of a number of organization representatives a group called the City Council of Adult Education was formed to list such courses as are now available and to provide for establishment of additional courses wherever possible or necessary.

It was decided to list every available free instruction course and by means of posters and other media to give these courses the greatest possible publicity. The explanation was given that "in this time of financial distress and of great emergency the morale of the worker must not be permitted to sag because a job is not at hand or even in sight, and education is the means to keep the worker fit and ever ready for better jobs when the clouds roll by and prosperity returns again."

To accomplish this purpose a committee of five was appointed to collect data and make and carry out plans. Mr. Harvey reported that the Community Chest would cooperate and see that the public was informed of the results of the move to get the unemployed in touch with educational advantages now available.

—Washington Post.

School Salaries Low

WASHINGTON, D. C.—(ILN)—"If our classrooms are in the hands of incompetents, then we are committing intellectual suicide," declares J. W. Crabtree, secretary of the National Education Association, in a foreword to a report on teachers' salaries made public by the association.

Crabtree denounces efforts to cut teachers' pay, saying that teaching is an underpaid profession and adding:

"Recently a few thoughtless persons and some organized groups have thought it possible to relieve the economic depression by reducing the salaries of teachers. Economic stability and the return of prosperity will never be secured by widespread reduction in buying power through arbitrary wage cuts."

Teachers' Pay Low

The report says that a majority of teachers in city schools throughout the country receive salaries lower than the average annual income of all gainfully employed workers, despite the fact that educational salaries have risen in the last two years.

Salary figures for the academic year of 1930-31 were obtained by the association from 1,632 cities with populations of 2,500 persons or more.

Of the 301,000 teachers employed in the cities reporting their educational disbursements for salaries, more than 164,000 or 54 per cent of the total, received less than \$2,000 annually, the approximate average income of all gainfully occupied persons in the United States.

Big Cities Pay Best

The best showing was made by cities of more than 100,000 in population, where only 34 per cent of the elementary kindergarten part-time and junior and senior high school teachers were paid less than the average national income. But the percentages rose rapidly in the smaller cities. In cities of between 30,000 and 100,000 persons in population, the majority of teachers, 69 per cent, were listed as receiving less than \$2,000 a year. For still smaller centers the percentages of teachers in that category were as follows: In cities of population between 10,000 to 30,000, 84 per cent; centers of 5,000 to 10,000 in population, 89 per cent, and those of 2,500 to 5,000 in population, 94 per cent.

Americans Spend 2.74 Per Cent of Income for Education

Dr. George A. Eaton, assistant superintendent of the Salt Lake City schools, says that the American people as a whole believe in education. "Yet," says Dr. Eaton, "occasionally a cry is heard that we are going beyond our means in the expenditure for education; that it is not what we should like to have, but what we can afford that should govern. That same cry was raised every year since we have had free schools, and I doubt not will be raised every year hereafter. It should not greatly disturb us. This country has an annual income of \$89,000,000,000 and spends \$2,448,000,000 or 2.74 per cent of this income for schools, elementary, high, and collegiate. There is no economist or statesman worthy of the name who will not affirm that the public schools of a country are its greatest asset; also, that it is not a question as to whether we can afford good up-to-

date schools or not, for we simply cannot afford not to have them.

"Yes, the American people believe in the schools and what they are doing. We have full confidence they will still be willing to expend 2.74 per cent of their income for education."

—Utah Labor News.

Sixty Cents a Day Buys Education

Sixty cents, the price of a pound of candy or a single golf ball, buys one day's education for a child in the average public school, according to figures released by the Federal Office of Education.

Statistics from a representative group of American cities show that the total average annual cost per child for teachers' services for nine months, for heat, janitor service and, in most instances, school supplies, books and library facilities, is \$108.87.

Since instruction costs, which include teachers' salaries, books and the library, make up three-fourths of total school costs, the city child gets the service of trained teachers and useful textbooks for approximately 47 cents per day or 8 cents per hour.

State Commission Urges Miners to Organize

DENVER, Colo.—In a sharp attack on wage cutting, which it denounces as a "serious mistake," the Colorado Industrial Commission urges coal miners to organize.

"Unions are as much the product of modern industrial life as the corporation," the commission said.

The commission's criticism of wage slashing followed a four months' investigation of conditions in Colorado coal mines.

"We regret," the commission said, "employers thought it necessary to reduce wages at a time of widespread unemployment. We believe it to be a serious mistake when we are suffering the most serious industrial and financial panic in history.

"It is our opinion employers should have followed the advice of the President and his advisers to maintain wages.

"Prosperity would return much sooner if attention had been paid to the recommendation of the President."

A. R. Leader Seeks to Stop Student Meet

PHILADELPHIA.—Professional "red writers," with the enthusiastic voluntary assistance of Mrs. Rudyard Kipling, an ardent member of the Daughters of the American Revolution, attempted to stop the sessions of the Intercollegiate Disarmament Conference held last Thursday on the campus of Penna. Last Thursday and Friday more than forty letters and telegrams were sent out to Dr. Josiah Penniman, Provost of the University, urging him to order the disbanding of the conference. Dr. Penniman took no action and the conference was held.

Mrs. Uzzell also attempted to obtain the cooperation of student leaders in banning the conference. At a meeting held at her sons' fraternity house she attempted to interest a group of students in taking steps to break up the conference. They refused to follow her suggestion.

After listening to Tucker Smith's plea for elimination of "the war habit" the delegates at the evening session unanimously passed a resolution calling upon President Hoover to appoint an American delegation to the Geneva Conference which would take the lead in promoting a universal 50 per cent to 75 per cent cut in armaments and armament budgets.

Mrs. Uzzell denounced this action as "expressing only the views of the Christian Association" and said she attempted to stop the meeting "because the students engaged in holding it were not representative of the student body." She announced that although her group had not succeeded in halting the meetings, they would continue all investigation, and declared "much more would come of this."

—*The Hosiery Worker.*

If some persons are jailed for talking peace in time of war, why should not others be jailed for talking war in times of peace?

—*S. Parkes Cadman.*

A Government bureau for child-welfare work was established in Costa Rica by a law of August 15, 1930. Emphasis is placed on the protection of the child's health and of his mental, moral, and social life, and on the prevention of maternal and child mortality.

W. F. E. A. Bulletin.

The Adult and The Child

(Continued from page 9)

easy prey to a designing, vicious-minded person. However, if they are given educational advantages studied out through mental test and classifications they have every right to become good citizens.

This was brought to my mind specifically when a boy with a record of a very low I. Q., but no delinquency, was found to be musically inclined. His first business contact with an adult was a contract of six months' board, shelter, and \$10.00 a month allowed on a musical instrument which would be his proud possession at the end of the six months.

The task was faithfully performed, but the man refused to deliver the musical instrument. This experience, no doubt, would have resulted in delinquency if the Juvenile Court had not stepped in at that moment. With limited reasoning power, a bruised state of mind and the consciousness that someone in authority had been distinctly unfair and dishonest, this boy might have been ruined as a citizen.

I glory in the modern day teacher who is beautiful, vital and interesting, and beauty is not confined to youth. The radiant splendor of a life well lived is difficult to equal. Goodness is beautiful, but we should look our best. One of my friends said to me not long ago, "Judge, you know I don't use any paint or powder." I answered, "You are very selfish, for I have to look at you, and I do the very best I can to look pleasing for you."

Children love and respond to beauty. Color is a great factor in life measurement and wields a tremendous influence both consciously and unconsciously. Drab, unlovely surroundings are unfair to a child. Persons should look and in reality be as lovely as possible. We dress up every railroad yard, every factory site. Let us not neglect God's masterpiece. It is our duty to look our best. I think school teachers and mothers should look charming all the time, if possible.

We are spending from six to ten billion dollars every year for crime and one for education. We are surprised at results. The hour is drawing near when the enlightened consciousness of man will see the great

need of classification of children in schools and classification of criminals in penal institutions. Economically and socially the salvage will be startling.

The psychiatrist says that only eight out of every hundred school children are problem children and that five of that eight, under scientific social treatment and handling are not a menace to society. He doesn't risk himself to say how many adults in one hundred are problem adults, but personally, I believe the ratio is far greater.

Often I suggest to parents that they study something. Every parent should begin the study of something new at thirty-five. It revivifies the mind and prevents them from drifting into stupid ill temper because they have become dull.

Adults today are awake to play life. This is marvelous. It is a pity not to drink in the splendor God has prepared for us in this beautiful world. It is up to us to find the harmony in the heart and mind of every individual.

Broken homes have been enough in the limelight, so I will only pause to point the finger of thought to that phase of the subject. Many homes are broken though the ties are not dissolved. This is the most dangerous type of broken home when considered from the standpoint of the child. Temperamental disorders wreck the the nervous systems of children.

I have seen selfish dominance, expressed sometimes by a parent and sometimes by a child, result in a far more cruel and blighting influence than a physical lash or imprisonment. I have seen families where one member had converted the heaven of the family fireside into a veritable hell.

A well-balanced educational program for a community includes a Parent-Teacher association working intelligently with the teaching forces. This brings the academic, social and civic interests into correct relative recognition.

Education is taking strides; recreation is on the run; churches recognize the young group as never before. We take wonderful care of the sick and the crippled; the blind are educated and protected, but my plea is for the emotional or temperamental side of the child.

Let the adult and the child "tune in" on principle and progress.

The Child Guidance Clinic

(Continued from page 8)

ing a new spirit in school administration which will conserve the best interests of teachers as well as of children, and by so much aiding in the evolution of a better social order.

A third possible function is being envisaged by progressive guidance clinics which have become well established in school systems. They begin to look inquiringly at the teachers. The new techniques are harder to carry on in the classroom than the old; to teach a group of children without uniform instruction and, at the same time, to watch the development of each ideally demands omniscience; to abandon mass discipline means noise in the classroom and a hundred difficult adjustments to conditions that teachers have traditionally regarded as naughty behavior. Can teachers rise to these new duties which, as always, accompany new opportunities? Many do, and more can. But in order to adjust themselves they need to have more than an intellectual understanding of "mental health" or "good adjustment"; they need to have experienced these conditions. Teachers who have grown sour or narrow or harsh, teachers who bear grudges and those who feel aggrieved create "problem children" by their very presence in the classroom. In the new order they have no more place there than if they were suffering from a contagious disease. Yet to try to change them by "removal," "discipline" or "supervision" would be even more silly, and eventually more harmful to the morale of all teachers than to try punishing anyone for contracting influenza. We have learned in medicine that "prevention is better than cure," yet many of us feel disgraced if it is suggested that we visit a psychiatrist. It is quite possible to conceive of a healthier world where such a visit will be no more a disgrace than one to a dentist. The best of teachers know how often they fail in a day's work because of some personal problem that has no place in the class-room; more and more relatively happy, well-balanced teachers realize how much more effective they might be if by self-understanding they lived to fuller capacity. The psychiatrist in charge of any guidance clinic sees all this even more clearly, for understanding is his business. Yet no good psychiatrist wishes to intrude, or hurry people faster than they co-operate. It would be possible, by pressing a few teachers in the interest of better influences among the chil-

dren, to injure the good-will of the whole teaching body toward all the work of the clinic. Therefore this third function is one which school psychiatrists think about, but rarely as yet see a clear way to perform. It seems to me that the discovery of the method to this work must come from the teachers themselves, who understand and seek counsel to prevent their own maladjustments. They will be doubly rewarded, by the greater richness in their own lives which better self-understanding brings and by the experience of what modern psychiatry is doing, of which even a little surpasses many, many lectures and readings in the functions of child guidance. I who write have experienced.

The institution set up in the child guidance clinic will probably then always be needed. Even a perfect social order with perfect teachers could not prevent all physical handicaps or all those emotional strains such as those between parents, or between parents and children which we know are fruitful sources of maladjustments. No known society yet has prevented the appearance of mental defectives or of sources of real or imagined inferiority.

The experts who must cooperate in the study and treatment of individual children are the psychiatrist and, more or less regularly, nearly every other sort of medical specialist, the psychologist, the psychiatric social worker and a secretarial staff without whose full and accurate record little progress can hope to be made. In what proportions these shall be mixed is a matter of circumstances and judgment. Those clinics formed by the Joint Committee on the Prevention of Delinquency or under its influence are headed by a psychiatrist with a staff of one to four psychologists and as many psychiatric social workers as can be got. In others, especially those established under university auspices, the head is a psychologist and the psychiatrist is called in as one of the consulting medical specialists. In a large system, where many clinics will eventually be established, there is advantage in appointing a head who has broad educational experience to handle the administration and leave all experts free to carry on their work. The newest profession on the staff and today scarcest is the psychiatric social worker. Such a profession did not exist ten years ago; many people do not yet know what it means. But it is she who, as visitor or visiting teacher or assistant to the

psychiatrist, sees the child first and most frequently, studies his environment and carries on his treatment from day to day, sometimes from year to year. This treatment as often means efforts to modify the environment as to modify the child's responses; there may be need of anything from new shoes to institutional care; it may be as necessary to persuade parents to cease foolish indulgence as to end over-strictness; a solution may be found in one case in opportunities for recreation, in another, in stiffer work. And the psychiatric social worker must be trained to understand the whys and the hidden effects of these things, almost as fully as the psychiatrist, and how to find whatever is wanted at the right place in the community. It is rapidly becoming the most exciting and unexpected of the professions. Teaching has always seemed to me about as full of human interest and unexpected drama as any occupation one could conceive of, but sometimes when I get a good chance to talk with my friends among the psychiatric social workers, I think they may go us one better. But not for long. Look at the boundless possibilities which a school system bent on really individual training for social ends is beginning to open up to us! The next step to this end, as it is to healthier and happier childhood, is a strong child guidance department somehow available in every community.

Juvenile Offenders in Criminal Courts

A recent statement from Miss Katherine Lenroot, of the Children's Bureau, shows how far this country still has to go in the proper treatment of its young offenders.

In 16 states, Miss Lenroot says, children who commit certain serious offenses are excluded from juvenile courts and tried in an ordinary criminal court. All the creaking old legal machinery which works so vigorously against the casual offender and breaks down so completely in dealing with the gangster is invoked against the child law breaker.

The whole system of our juvenile courts rests on experience which shows that it is both wise and profitable to take special pains with child offenders, and give them every chance and encouragement to reform. But apparently, in nearly half our states, this rule is discarded in dealing with serious offenses, where it is most needed.

A Seminar Trip to Soviet Russia

Dr. Jerome Davis of Yale University is leading a group of prominent sociologists and economists to Russia this coming summer to study the Soviet social and economic situation. Each member of the party will concentrate attention on one aspect of the Russian scene, and it is proposed to publish a symposium of the findings of the group. The trip is open to a very few members of the American Federation of Teachers.

It is planned to sail from New York on the steamer *Columbus* of the North German Lloyd Line, June 26th, going by way of Helsingfors into Leningrad on July 9th. The party will leave Moscow, at the end of their study on August 19th. The total cost of this trip will be \$938, excluding the expense of the return trip from Moscow to Bremen, which amounts to about \$65.

Dr. Davis was stationed in Russia during the World War in charge of the Y. M. C. A. war work. He served a year under the Czar's regime, and went through the first and second revolutions. He has been back to Russia three times since, and reads and speaks the language.

It is possible that a few who desire to stay in Russia only three weeks could do so, staying with the party for half of the scheduled time. The total cost from New York to New York in that case would be \$670.

For further details and inquiries write directly to Dr. Davis, Box 1807, Yale Station, New Haven, Connecticut.

The complete itinerary is as follows:

- June 26: Sail from New York on the S. S. COLUMBUS of the NORTH GERMAN LLOYD.
- July 3: Due Bremen.
- July 4 and July 5: In Berlin.
- July 6: Leave Stettin (Germany) via Finnish Line steamer for Helsingfors.
- July 8: Arrive Helsingfors in the afternoon. Leave by late evening train for Leningrad.
- July 9 and July 10: LENINGRAD. Interviews with representatives of the Leningrad Soviet. Visits to the Hermitage, the Czar's Winter and Summer Palaces, The Fortress of Peter and Paul, and Soviet institutions of interest to the group. By night train on the 10th to Moscow.

July 11 thru July 14: Moscow. Visits to the Kremlin, Lenin's tomb, the Museum of the Revolution, the Courts, and other Soviet institutions according to the interests of the group. Interviews will be arranged and evenings will be left free for meetings, the theatre and visits to workers' clubs. By night train on the 14th to Nizhni-Novgorod.

July 15: NIZHNI-NOVGOROD, where is located the mammoth Ford automobile plant with its model workers' community.

July 16 thru July 20: Down the *Volga* by river steamer, with brief stops en route at Kazan in the heart of the Tartar Republic, at Samara, at Saratov, and at typical small towns and villages.

July 20: STALINGRAD, with a visit to the new tractor factory.

July 21: By rail to ROSTOV-ON-DON.

July 22 through July 24: In Rostov-on-Don, with visits to the State grain farm "Verblud" and collective farms.

July 25 and July 26: By rail to Dneprostroi, where the giant power development is being completed. Colonel Hugh L. Cooper, the American consulting engineer, has offered special facilities for viewing the work.

July 27: By rail to Kiev.

July 28 and July 29: KIEV.

July 30: Group A leaves Kiev for Europe.

July 30: KIEV. Leave by night train for Odessa.

July 31: ODESSA. Leaving by Black Sea steamer for Sevastopol.

Aug. 1: By motor from Sevastopol to Yalta.

Aug. 2 and Aug. 3: YALTA.

Aug. 4: Leaving Yalta by Black Sea steamer for Batum.

Aug. 6: BATUM. By night train to Tiflis.

Aug. 7 and Aug. 8: TIFLIS.

Aug. 9: By motor across the Georgian Military Road to Vladikavkaz.

Aug. 10: Leave VLADIKAVKAZ by train for Kharkov.

Aug. 12: KHARKOV.

Aug. 13: To Moscow.

Aug. 14 to Aug. 19: Moscow (with trip to the Lenin Commune).

Who's Who in This Issue

Professor John Dewey, Local 5, Professor of Philosophy (retired), Columbia University. America's leading educator.

Professor Anton J. Carlson, Chairman, Department of Physiology, University of Chicago; recognized leader in research work; contributor to scientific journals.

Ruth Gillette Hardy, Local 5, Chairman, Department of English, Girls' Commercial High School, Brooklyn, N. Y.

Judge Camille Kelley, Judge of the Juvenile Court, Memphis Tennessee.

Senator Arthur Capper, United States Senator from Kansas. Prominent representative of the farm interests in Congress.

Dr. Henry R. Linville, Local 5, President, American Federation of Teachers, President, New York Teachers Union, author of scientific works.

Isabel Williams, Local 28, Past-Vice-President, American Federation of Teachers, Primary Department, St. Paul Schools.

Ruth E. Moore, Local 3, English Department, Lake View High School, Chicago.

Marion Sykes, Principal, Betsy Ross Junior High School, Chicago.

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The American Federation of Teachers

desires to establish an intimate contact and an effective co-operation between the teachers and the other workers of the community.

The American Federation of Teachers

desires to co-operate with all civic organizations for improved civic life.

Groups of seven or more public school teachers are invited to affiliate with this National Organization of Classroom Teachers, for mutual assistance, improved professional standards and the democratization of the schools.

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THE AMERICAN TEACHER

is published monthly by **The American Federation of Teachers.**
Membership dues carry subscription to the magazine. To all others the subscription price is \$2.00 per year, 25 cents per copy.